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ABSTRACT

Developed out of a study which sought to identify efficient procedures in school placement programs, this guide is designed to assist in motivating schools and/or school systems in formulating and implementing placement programs, and training personnel (at the higher education level) to staff such programs. Major contents are covered under the following topics: (1) Rationale, (2) Overview (Definition of Placement Services, Goals, and Population Served), (3) Program Organization (Program Development Procedures and Operational Planning), (4) Proposed Activities (Student Development Activities, Job Development Activities, and Maintenance-Operational Activities), (5) Staff Development (Selection Criteria or Competencies, Organization and Coordination, and Orientation and Training), (6) Communication Network (Meetings with Involved Personnel and Publicity), (7) Reports and Forms, (8) Follow-up Activities, (9) Evaluation, (10) Resources, and (11) Annotated Bibliography (cites information concerning the development or placement programs). (SH)

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SCHOOL-BASED PLACEMENT AND FOLLOW-UP SERVICES: EQUAL OPPORTUNITY PROVIDER

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PREFACE

Education is a prism of methods, activities, services, and philosophies which are ever in need of evaluation and revision in light of the needs of the populations served. It is consistent with the principles of our democracy that the educational program offer as equal an opportunity as possible to each student. Effective placement services can add an important dimension to the total school program. It is therefore hoped that this placement guide will serve as a motivating and guiding document to schools and/or school systems in formulating and implementing effective placement programs and also to institutions of higher education which may train the personnel to staff such programs.

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Des Moines, Iowa

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TABLE OF CONTENTS

Rationale 1

Overview 5
- Definition of Placement Services
- Goals
- Population Served

Program Organization 9
- Program Development Procedures
- Operational Planning

Proposed Activities 17
- Student Development Activities
- Job Development Activies
- Maintenance-Operational Activities

Staff Development 23
- Selection Criteria or Competencies
- Organization and Coordination
- Orientation and Training

Communication Network 31
- Meetings with Involved Personnel
- Publicity

Reports and Forms 35

Follow-up Activities 51

Evaluation 55

Resources 59

Annotated Bibliography 71

I. RATIONALE

The task of educating individuals is a fluid process which has as its almost universal goal a confluent experience that adequately stimulates and facilitates an individual's potentialities and preparation for life. As a part of education's life preparation process, the individual needs to be able to make decisions about his/her career abilities and possibilities, having been afforded both the training in self and job development as well as opportunities to test oneself in real and/or simulated job situations.

Recently, a United States Office of Education (U.S.O.E.) study (1975) indicated that one out of every five American adults lacks the knowledge and skills to carry out such essential tasks as completing a job application, making change, and understanding job notices. To further illustrate, a large percentage of the "functionally incompetent" group are unemployed adults.

Teen-agers comprise a large portion of the unemployed population in this country. Unless school systems can provide adequate job development and job placement activities for its youthful population before and after leaving high school, the percentage of unemployed will rise sharply. Further, high school youths may well enter the adult world as possibly "functionally incompetent" or will "function with difficulty" regarding everyday life tasks.

According to the director of the U.S.O.E. Project, Norvell Northcutt, University of Texas, results suggest that even though "we as educators do a reasonably good job in preparing students for more education, maybe we don't prepare them for everyday life." (1975) An effective placement program can be a meaningful way to assist students in their transition to everyday life, and, in this regard, entering career opportunities consistent with their background and interests.

Why should placement services be focused upon high school students? According to the National Advisory Council on Vocational Education (1972), over 750,000 youths drop out of high school each year while over 850,000 drop out of college each year. The need is well established for programs to assist youth with decision-making, career possibilities, job-seeking and job responsibilities.

One may inquire as to the feasibility of utilizing already established employment programs within the local communities. In some settings these programs are quite adequate, of course, but more often than not, these programs are already under excessive pressures (such as adult unemployment and staff and budget shortages). Additionally, it is almost an impossibility for these agencies to formulate the needed specialized services desirable for high school age youth. The local educational system then becomes the most logical agency or institution to offer such services.

Secondary schools in the past have focused almost exclusively upon assisting students' placement in colleges and universities with only some limited assistance aimed at further skills training in post-high school technical and/or vocational schools. The need for a new emphasis on career placement has been clearly documented in recent years. Another current emphasis in education suggests that education and educational institutions must utilize the most efficient procedures available to them. This document is an outgrowth of a study which sought to identify efficient procedures in school placement programs. We hope to describe them to you in a manner that will insure their usefulness to you and your school system.

"Counseling and Guidance: A Call for Change", 6th Report, June 1, 1972, Washington, D. C.: National Advisory Council on Vocational Education, Lawrence Davenport, Chairman.

"Twenty Percent of Adults Lack Basic Life Skills", Manpower and Vocational Educational Weekly, November 5, 1975, p. 5.

II. OVERVIEW

A. Definition of Placement Services

Placement services include:

(1) providing ample opportunities for developing or enhancing employability skills and competencies (see Section IV--Proposed Activities)

(2) preparing an individual to make decisions regarding work and further education or training

(3) providing avenues and assistance to students seeking part-time or full-time employment which are compatible with their abilities and interests

Specific activities and duties of placement personnel are discussed in detail further in this publication.

B. Goals

(1) Provide high school age youth with employment services and labor market trends and information

(2) Assess the needs of students regarding part-time and full-time employment, training, employability skills, and further educational desires

(3) Establish a working relationship with business, industry and labor representatives in order to facilitate effective cooperation and communication between these groups and the educative component

(4) Coordinate with all sources available which may offer

special training or placement programs so that students and school leavers may take advantage of programs which are commensurate with their needs

(5) Conduct annual follow-up of school leavers (graduates and drop-outs) and prepare reports regularly to be utilized for feedback and revisions of the placement program

(6) Establish an efficient, participatory communication-feedback network among populations involved--students; business, industry and labor personnel; community leaders; parents; media; school personnel

C. Population Served

It is suggested that the Placement Program activities be afforded to all students and non-students within the community or school sistrict age 14 to 20. The realm of service should include in-school students, graduates and drop-outs up to one full year after the student leaves school, and adult program enrollees.

PROCEDURAL STEPS FOR PROGRAM ENACTMENT

STEP 1	Communicate proposed idea to Superintendent, Administrators, Board of Education
STEP 2	Establish Steering Committee
STEP 3	Assess available resources
STEP 4	Assess educational and business community needs
STEP 5	Develop program structure
STEP 6	Establish Advisory Committee
STEP 7	Submit written plan to Board of Education
STEP 8	Make operational decisions
STEP 9	Enact plan
STEP 10	Evaluation

III. PROGRAM ORGANIZATION

A. Program Development Procedures

1. Communication

Communication is the single most important key to successful planning. The Superintendent, School Board, and Administrators should be made aware of the idea from the beginning so that their support for the program may be gained. It is suggested that this initial contact with these key people contain some rationale for the program, and a description of how a placement program might operate and what its benefits might be. Whether the idea for the development of a placement service is the product of one counselor, a counseling staff, a pupil-personnel director, or an administrator, this first step is essential.

2. Placement Steering Committee

The suggested next step is the establishment of a Placement Steering Committee. The purpose of this committee is to develop the placement program. Its establishment is in keeping with the participatory nature of the placement program. The committee will cease functioning when the placement program begins. Members should be drawn from different areas representative of the school system and community to insure a diversity of opinions and input. Areas to include in the membership are school administration and personnel, business and industry, and service organizations. Duties and responsibilities should be designed for more efficient operation.

3. Assessment of Available Resources

Assessment of available resources is the next step. The following questions may be helpful:

Is there any existing placement activity in the school system carried on by counselors or co-op teachers?

Do any teachers in the system present units to their classes on employability skills?

Do area schools have existing placement services which could be visited to gain information?

What services might the Employment Securities Division provide in conjunction with your proposed program?

How might local organizations such as the Lion's Club or Kiwanis be of help?

What suggestions might the State Department of Instruction have to offer?

What community organizations might be contacted to help with the placement of handicapped students?

Which businesses or industry in the community have hired graduates or part-time student help previously?

During these initial contacts, support for the program as well as valuable input may be gained. These resource people may later be closely associated with the program.

4. Needs Assessment

Another important step in program development is needs assessment. The purpose of needs assessment is to determine the needs of a particular target group. The target group may be students, parents, teachers, local business and industry, counselors, or administrators. Needs assessment is defined as a process of systematically gathering information in order to identify

areas or objectives that most need attention. A need is, therefore, seen as the discrepancy between what is desired and what presently exists. The process should be designed so that the needs can be put into a priority ranking.

A questionnaire or survey may be developed, or personal interviews conducted, in order to ascertain the needs and concerns of a selected target group. This preliminary action helps to quantify the discrepancy between "what is" and "what ought to be", and serves an essential role for the educational decision-makers in identifying objectives to be accomplished in a given situation. The ultimate success of the new placement program may depend specifically on whether or not needs are heard and considered.

5. Program Structure

Structurally, there are two basic types of placement program designs. Larger school systems may opt for a central, separate facility and placement staff. If only one school is involved, one of the counselors may be delegated as responsible for the coordination of the program with the counseling staff, teachers, co-op programs and the principal. Again, organization and the establishment of procedures is important in order to prevent duplication of efforts.

6. Advisory Committee

The establishment of an Advisory Committee is recommended. This committee would neet on a regular basis to review the placement program. The committee may advise the employers and the schools.

Understanding must be reached at the outset that this committee's advice is to be given honestly, and given serious consideration by those in the placement program. The following is a list of possible membership representation:

1. The Superintendent of Schools
2. A school board member
3. A faculty member
4. Parents
5. A student in the program
6. A former student now in the labor force
7. A local union member
8. Minority group representation
9. School principal
10. Local businessmen
11. Local industry representation
12. Trade or commercial organization member
13. Local service organization member
14. Specialist from the Employment Service

7. Written Plan

The plan may be written and submitted to the local board of education for approval. When approval is obtained, notice should be sent to principals and teaching staff. Principals should acknowledge their support for the program at faculty meetings and at other appropriate times. The public must also be informed of the approval of the placement program.

B. Operational Planning

Several important points must be considered in planning the operation of the Placement Service. Decisions must be made early and should be flexible enough to accommodate possible or planned expansion.

1. Facility

Choice of facilities in one operation decision. If the office is to be located in a school building, it is advisable to select an office space near an outside entrance so that those involved with the Placement Service do not have to walk through the school.

Space within the office area should be planned for group guidance as well as individual guidance. This area might be excellent for showing films, filmstrips or slides, and therefore, must have the capacity to be sufficiently darkened.

2. Availability of Services

Availability of services is another key decision. The following populations may be considered:

graduating seniors
full-time students
co-op students
graduates
drop-outs
adult program enrollees

The Placement Office may offer these employment opportunities:

full-time
part-time
summer
work-study
co-op work

Hours of operation should be convenient for the full-time, in-school student, as well as the working student, employed former student, and employers. Hours, then, may not coincide with regular school hours.

3. Budget

Planning a budget will depend entirely on the size of the program and the scope of its services. These areas need to be considered:

Professional staff
Clerical staff (work-study or co-op students might help)
Office equipment
Materials necessary to keep records
Supplies
Publicity
Local travel

4. Career Information System

A career information system must be designed to answer questions for students about jobs they are interested in seeking. This information may include:

Qualifications for the job
Working conditions
Educational level and/or training skills
Market trends

IV. PROPOSED ACTIVITIES OF PLACEMENT PROGRAM

Activities and functions which assess student needs and strive to fulfill those needs for self development are essential. Placement services comprise more than posting job notices and interacting with students to determine which available position seems to be most desired at the time. It is suggested that the placement program established within a school or school system consist of services which develop and/or enhance individual skills, attitudes and knowledge needed for job acquisition and retention. Herein the placement program activities are viewed as three-dimensional: (1) student development, (2) job development and (3) maintenance-operational.

A. Student Development Activities

(1) Assessment of student readiness for employment--What skills, attitudes or stereotypes does the student presently possess?

(2) Preparation of student for finding and retaining a job--What skills are needed to obtain a job and once obtained, how must one function or needed knowledge to retain the job?

(3) Individual and group career counseling--How does one develop or become competent in decision-making, problem-solving and clarification of personal and career values and goals?

(4) Employability skills and competencies--How does one proceed in clarifying competition for jobs? Suggested review: resume writing, interview appearance and preparation, personal hygiene, letter of application, interpretation of job notices and terminology through Job Hunting Clinics, Employability skills and competency-building class, and/or Pre-employment Job Hunting Materials.

(5) Resources for job possibilities--Where does one begin? Suggest review: yellow pages, want ads, local Placement Office, Employment Office, School Counselor, relatives and friends.

(6) Post-employment adjustment counseling--What does one do if one has problems related to the job or placement situation?

(7) Employer-employee relationships--What is involved in employment interactions? Suggest review: respect for authority or how to react/interact with authority, personal and social relationships, expressing criticism, work efficiency, supervision vs. non-supervision, economics of market trends and how affects company or business.

B. Job Development Activities

(1) Employer lists--Who are the potential employers in the general vicinity?

(2) Receiving and developing job opportunities inside and outside community--What possibilities are within a particular region or district?

(3) Survey employers for needs and positions available--How can the placement program be most helpful to employers?

(4) Facilitation of business and industry contacts--What are the best methods for corresponding with or keeping in touch with employers or prospective employers?

(5) Screening interviews--Who are the seemingly best qualified applicants for employer consideration regarding a specific available position?

(6) Educational referrals for another level of training (skills) or education--In light of the needs of the student, what other "next steps" are available besides immediate employment?

(8) Apprenticeships--What on-the-job-training opportunities are available or could be developed for students?

(9) Supervision of employed students--If work experience credit is available, how can the student interrelate his/her work experience and course offerings?

(10) Summer placement program--What about equivalent services for students during the summer vacation?

(11) Job Data Bank Information--What about a system which provides the job related information readily and easily?

C. Maintenance-Operational Activities

(1) Gathering student data--How are student needs identified? Who needs part-time or full-time employment? What student information is needed for recordkeeping?

(2) Gathering employer data--What is available and from whom? What are the qualifications needed and job descriptions?

(3) Recordkeeping--What type of centralized recordkeeping system and/or location can best serve the student and employer needs?

(4) Maintenance plan whereby employers and students are contacted after placement completed--What is the level of satisfaction of the student placed and the employer?

(5) On-going reassessment of students and employers' needs and market trends--What can be done to modify the activities of the placement program to better serve the participating populations?

Responsibilities of Cooperating Personnel

Placement Responsibilities	Placement Coordinator	Counselor	Teachers	Advisory Committee	Employer	Administrators	Student
Planning	X	X	X	X	X	X	X
Needs Assessment	X	X	X	X		X	X
Inservice	X	X	X				
Orientation	X	X					X
Career Planning	X	X	X				X
Testing	X	X					
Referrals to Placement	X	X	X				
Public Relations	X	X	X	X	X	X	X
Contact Business/ Industry	X	X	X	X	X	X	
Job Development	X				X		
Referral/Interview	X				X		X
Follow-Through	X				X		
Follow-Up/Feedback	X				X		
Evaluation	X	X	X	X	X	X	X
Research Development	X	X	X	X	X	X	X

SOURCE: Model Placement Center Project, Resource Manual, Triton College, River Grove, Illinois; Connye M. Barrow, Chief Investigator

V. STAFF DEVELOPMENT

A. Selection Criteria or Competencies

A successful school-based placement program involves cooperation between the total community and the students, parents, and entire staff within the educational setting. Although all the various roles are important, the main responsibility for the placement program lies with the placement staff. Therefore, careful consideration must be given to the personnel selection.

Some suggested competencies that personnel should either possess or develop in the process of conducting the placement program are as follows:

Ability to work with a wide range of individuals and groups

Energy, initiative, and tact for public relations activities

Demonstrated ability and possessing enthusiasm in working with students and adults

Skill in written and verbal communication

Resourcefulness in planning and carrying out the placement program

Understanding of personal management and career counseling resources and practices

Ability to work independently with flexibility of schedule

Possessing a workable knowledge of:
- education, work, and career development
- working practices of business and industry
- school curriculum
- community resources and agencies
- employment practices and labor laws
- hiring patterns
- job development, referral, and follow-up
- office procedures
- minimum wage laws
- labor union practices and regulations

B. Organization and Coordination

1. Personnel Structure

The staff designed to carry out placement responsibilities may vary in size depending upon the size of the student body. A full-time staff that organizes and executes the placement responsibilities on a daily basis is most desirable. Options for small schools in which a full-time person is not required may include: a full-time placement person serving several schools or a part-time placement person for each school.

Where conditions and resources permit, the following personnel are possibilities to be utilized:

a) Supervisor or Director of Placement

b) Placement Specialist

c) Vocational Director/Coordinator

d) Occupational Specialist

e) Work Study Coordinator

f) Testing Center Staff

g) Faculty Members
-representatives from vocational education program
-cooperative education instructor

h) Personnel to conduct In-Service Training Programs or workshops

i) Additional Personnel for conducting Follow-up studies of students and Employment necessary for continuing Evaluation of the Program

Whatever the size of the staff, it is necessary to involve counselors, teachers, and administrators as part of the placement effort. The program must be a participatory effort by those involved.

2. Staff Responsibilities

The placement personnel have important duties which demand considerable time and effort. Based on information from other programs, herein listed are some basic responsibilities of placement personnel.

---Make contacts and establish rapport with business and industry on an area-wide level in order to secure job openings for students. Act as a liaison between the local school(s) and business and industry.

---Coordinate pre-employment clinics for out-of-school and in-school youth

---Provide placement and referral services for youth leaving school

---Coordinate development of opportunities and special programs for special students (handicapped, special education, etc.)

---Give vocational information and opportunities to all students (especially to seniors and early school leavers)

---Work cooperatively with subject area supervisors to provide input for curriculum revision. Offer units on decision-making skills, value clarification, employ-ability skills, and career information and selection

---Make a compatible and appropriate matching of student interests, aptitudes, abilities, and job requirements

---Disseminate information and periodic reports on employment trends and development and on job information and openings to students and staff

---Maintain files on each student, business and industry contacts, and employment records

---Cooperate with counselors, teachers and administrators in terms of gathering data on each student

---Interview all early school leavers and seniors. Identify specific needs and interests, and provide appropriate assistance

---Communicate with the community and publicize placement services by speaking to parent groups, civic and business organizations, Chamber of Commerce, etc.

---Screen students for proper job placement; set up interviews for applicants; make referrals

---Involve teachers in the placement functions by obtaining their direct input and participation

---Facilitate use of business resources such as speakers, field trips, work study, etc.

---Assist in development of visual aids and materials to be used by the school, public, and business and industry

---Assist in the follow-up of students and evaluation of the placement program

C. Orientation and Training

It is recommended that on-going in-service programs be conducted for those involved in the placement effort. Through such programs personnel could develop and update placement skills, exchange information on a regular basis, and assess the early factors influencing the success of the placement efforts.

Training and technical assistance is provided through mini-courses. These courses can include such aspects as Job Bank Data Procedures, an overview of the use of the Dictionary of Occupational Titles, job development techniques, etc.

To be most successful, the placement personnel should be involved in the following:

1. Staff Orientation to:

---Purpose and goals of the program

---Basic procedures within the school

---Program structure and function

---School testing program

---Recordkeeping system

---Structure, function, and services of local agencies or groups

2. Staff Training in:

---Office reporting procedure forms

---Standardized use of forms

---Use and development of visual aids and operation of equipment

---Job development procedures to follow

---Placement policies and contact procedures such as: confidentiality of information, student registration, procedures for student interviews, and function and operation of cooperative programs

---Getting faculty members involved in the total placement program

VI. COMMUNICATION NETWORK

One cannot emphasize enough the necessity of an effective communication network involving community agencies, business, industry, labor and above all, the school staff. In order to promote and increase the effectiveness of the overall placement program for the students and others involved, there needs to be meetings with the involved school personnel and publicity of the program.

A. Meetings with Involved Personnel

Only in a school where full cooperation and communication exists among the personnel will the students and past students receive the full benefits of a placement service. Regular meetings inform the personnel as to the format or structure of the placement operation and open the lines of communication among the various individuals involved in the placement effort. The placement staff should meet regularly with the following individuals:

---Vocational and career education coordinators

---School principal(s), counselors, teachers

---Student groups

---Advisory committee

---Employers

B. Publicity

An active publicity program can greatly influence the success of the placement services. The placement office must maintain a good image and make itself known to the school population and to the community in order to acquire the needed support. Several avenues of communication must be considered:

---News releases via newspapers, newsletters, television, radio

---Personal contact with students, teachers, parents, employers

---Public appearances before community groups, service and professional organizations, Parent-Teacher Association, school clubs, classes

---Bulletin boards

---Printed materials such as pamphlets, brochures, reports; coverage in school handbook

---Open house

---Public exhibits

---Short films, slide presentations, tapes

VII. REPORTS AND FORMS

Based upon information from other placement programs studied, the following reports and forms are suggested for use in beginning a placement service.

---Student Information/Registration Form

---Job Order Form

---Employer Survey Form

---Job Referral Card

---Utilization and Feedback Report

---Weekly Placement/Follow-up Report

---Exit Interview Form

Student Information/Registration Form

Before a student job-seeker is interviewed by the placement personnel, he/she must complete this form. This information becomes very useful in making adequate placement.

STUDENT REGISTRATION FOR EMPLOYMENT

STUDENT JOB PLACEMENT SERVICE MAURY HIGH SCHOOL Norfolk, Virginia

38

DATE
YEAR GRAD.
BIRTHDATE
SOCIAL SECURITY #
HOMEROOM
DISMISSAL TIME
ATTENDANCE
GRADES
PHONE
HEIGHT
WEIGHT
HEALTH DEFECTS
TYPING WPM
SH. HAND WPM
COE YES NO
DE. YES NO
VO TECH YES NO
DRIVER LIC. YES NO
EXP. CASHIER YES NO

NAME
LAST FIRST MIDDLE
ADDRESS ZIP
SECTION OF CITY
OCCUPATION OF FATHER
OCCUPATION OF MOTHER
LIVING WITH PARENTS YES NO
NOW WORKING YES NO WHERE
LIST SPECIAL SKILLS, INTEREST

PICTURE ATTACHED

LIST YOUR WORK EXPERIENCE BELOW

WHERE EMPLOYED	POSITION	HOW LONG

CHECK (✓) JOB AREAS IN WHICH YOU HAVE THE MOST INTEREST

1	AUTO MECH	5	STOCK WORK	9	HEALTH SERVICE	13	CUSTODIAL
2	OFFICE	6	DELIVERY	10	PRINTING	14	CHILD CARE
3	CASHIER	7	CONSTR. TRADES	11	DRAFTING	15	OTHER
4	SALES CLERK	8	GENERAL LABOR	12	FOOD SERVICE	16	

LAST	FIRST	M.I.	AGE	GRADE	LOCATION		JOB PREFER				TYP.	S.H.	D.L.

Side 2

REFERRALS

EMPLOYER	POSITION	DATE	CONTACT OFFICIAL	RESULT	3 MOS. FOLLOW UP	6 MOS. FOLLOW UP

NOTES:
DATE
DATE
DATE
DATE

CHECK WHICH APPLY:

- ☐ PART - TIME WORK
- ☐ FULL - TIME WORK
- ☐ TEMPORARY WORK
- ☐ SUMMER ONLY

CHECK WHICH APPLY:

- ☐ HAVE DRIVER'S LICENSE
- ☐ OWN CAR ☐ MOTOR BIKE
- ☐ HAVE USE OF FAMILY CAR
- ☐ PUBLIC TRANSPORTATION

Source: Maury High School, Norfolk, Virginia

Job Order Form

The information and qualifications necessary for a specific job opening are recorded on this form. It is often sent to counselors and work study coordinators as well as being used by placement personnel.

JOB ORDER FORM

Side 1

40

EMPLOYER		OPENINGS	OCCUPATIONAL TITLE
ADDRESS		INDUSTRY CODE	EMPLOYER'S JOB TITLE
TELEPHONE NUMBER		DURATION	RATE OF PAY
PERSON TO SEE		SEX	
HOW TO REACH		AGE RANGE	HOURS OF WORK
		MARITAL	
SUMMARY OF JOB DUTIES (WORK PERFORMED, EQUIPMENT OPERATED, WORKING CONDITIONS, SKILLS, KNOWLEDGE, ABILITIES)			UNION
			EXPERIENCE
			EDUCATION AND TRAINING
			MISCELLANEOUS REQUIREMENTS
PHYSICAL REQUIREMENTS			DATE / INTERVIEWER

Side 2

Employers Name_____ Date Received_____

Address_____

Referral and Placement record:

Name of applicants referred	Referred by	Date	Age	Sex	Dropout	HDC	Result	Ver. Date

COMMENTS:

35

AKRON - SUMMIT COUNTY JOB PLACEMENT DEPARTMENT

Employer Survey Form

This survey provides needed information regarding the company, nature of business, characteristics of jobs found there, and the willingness of the employer to cooperate with the placement service.

JP-7

COBB COUNTY PUBLIC SCHOOLS
EMPLOYER SURVEY

SCHOOL _____
PROGRAM _____

DATE _____ (month) 19 42

COMPANY NAME _____

ADDRESS _____ CITY _____ ZIP _____

CONTACT PERSON _____ TITLE _____

TELEPHONE _____ BUSINESS HOURS _____

TYPE OF BUSINESS _____

1. KINDS OF JOBS IN THIS COMPANY	SKILLS REQUIRED	FULL/PART TIME
(M) (F) _____	_____	(FT) ____ (PT) ____
(M) (F) _____	_____	(FT) ____ (PT) ____
(M) (F) _____	_____	(FT) ____ (PT) ____
(M) (F) _____	_____	(FT) ____ (PT) ____
(M) (F) _____	_____	(FT) ____ (PT) ____
(M) (F) _____	_____	(FT) ____ (PT) ____

2. AGE REQUIREMENTS: under 16 _____ 16-18 _____ over 18 _____

3. WORK HOURS _____ DAYS PER WEEK _____

4. WAGE RANGE _____ HOURLY _____ SALARIED _____ OVERTIME _____

5. OPPORTUNITY FOR ADVANCEMENT: YES ( ) NO ( )

6. COMPANY BENEFITS:

- Insurance -- Life ___
  - Health ___
  - Accident ___
- Paid Vacation ___
- Overtime Pay ___
- Parking ___
- Sick Leave ___
- Paid Holidays ___
- Other _____

7. WOULD THIS COMPANY HIRE:

	FT	PT	TEMP.
High School Students	___	___	___
High School Dropouts	___	___	___
H. S. Co-op Students	___	___	___
Handicapped Students:			
Mentally	___	___	___
Physically	___	___	___
Behaviorally	___	___	___
Students under 16	___	___	___
HS Graduates	___	___	___

8. WOULD THIS COMPANY PROVIDE:

Resource People	YES ( )	NO ( )
Field Trips	YES ( )	NO ( )
Job Exploration Experiences (PECE)	YES ( )	NO ( )
Co-op Training Stations	YES ( )	NO ( )

9. COMMENTS _____

This space for Office use Only

Source: Cobb County Schools, Marietta, Georgia

Forms color-coded to indicate area of city or county in which employer located.

Job Referral Card

This card accompanies each student to the job interview. Prior to the job interview the placement personnel completes all data except the results of the interview. The employer fills in the results and mails the card back to the placement office.

Back Side

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
STUDENT PLACEMENT SERVICES
JOB REFERRAL CARD

Applicant's Name			Age
Address	City		Phone
Social Security No. / /	Appointment Date / /		Time to Apply
Company Name			Whom to See
Address	City	Zip	Phone
Applying for Position of:			Referred by:
School No. We shall be glad to discuss this applicant with you.			Phone:

Results of Interview:
1. Hired
2. Refused Job
3. Did not report to work
4. Job Filled
5. Not Qualified
6. Other

Front Side

FIRST CLASS
PERMIT NO. 6225
St. Petersburg, Fla.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if mailed in the United States

PLACEMENT SERVICES
SCHOOL BOARD OF PINELLAS COUNTY
850 34th STREET SOUTH
ST. PETERSBURG, FLORIDA 33711

Utilization and Feedback Report

These reports include how many use the services of the placement program, who they are (whether adults enrolled in night or special classes, students, graduates, early school leavers, employers, etc.), and what type of service was provided for each who used the program.

UTILIZATION AND FEEDBACK REPORT

Classification of Those who use the service (students, graduates, drop-outs, employers, adults enrolled in classes, etc.)	How Many?	Type of Service or Specific Activity Provided	Resource Personnel	Time Line
Ex.: In-school Students	8	Decision-making & Goal-setting Group	Placement Staff School Counselor	3 weeks -once a week Nov. 2-21
Ex.: Student	1	Job Availability	Placement Staff	one day

Developed By: Project Staff, Department of Counseling and Guidance, Indiana University, Bloomington, Indiana

Weekly Placement/Follow-up Report

Included in this report is a weekly tabulation of the number of persons actually placed, where they were placed, and the results of referrals made.

NAME: _____

WEEK OF: _____

WEEKLY PLACEMENT/FOLLOW-UP REPORT

SCHOOL	NAME OF STUDENT	DATE OF PLACEMENT	NAME AND ADDRESS OF COMPANY	NAME AND TELEPHONE NUMBER OF EMPLOYER	FOLLOW-UP ACTIVITY DATE	TYPE	STATUS	NM
					1.			
					2.			
					1.			
					2.			
					1.			
					2.			
					1.			
					2.			
					1.			
					2.			
					1.			
					2.			

SCHOOL	REFERRALS M	REFERRALS F	PLACEMENTS M	PLACEMENTS F	PART-TIME M	PART-TIME F	FULL-TIME M	FULL-TIME F	IN-SCHOOL M	IN-SCHOOL F	GRAD. M	GRAD. F	DROPOUT M	DROPOUT F
1.														
2.														
3.														
4.														
5.														
6.														

44

45

48

Source: Akron-Summit County Schools, Akron, Ohio

Exit Interview Format

This form is completed by all early school leavers upon their departure from school. It gathers such information as reasons for leaving, reactions towards the school, and future directions.

SARASOTA COUNTY PUBLIC SCHOOLS

EXIT INTERVIEW FORMAT

(To be filled out by the interviewer)

Student's Name _____ School _____ S.S.# _____

Permanent Address _____
(Street) (Town) (State)

Telephone _____ Age _____ Race _____ Marital Status _____

1. Date of attendance at this school. Date entered _____ Grade level _____
   Date withdrew _____ Grade level _____

2. Student's principal means of support during this school year.
   _____parents _____relatives _____self-supporting _____other

3. Where is the student living at the time of his leaving school? _____with parents
   _____with relatives _____with spouse _____by themselves _____with friends

4. Is the student presently employed? _____yes _____no
   If affirmative, the firm's name and address and brief description of duties
   _____
   _____

5. Is the student presently seeking employment? _____yes _____no
   If affirmative, what type of employment? _____

6. The student's long term career objectives. _____

7. Student's reasons for leaving school.

_____military	_____full-time employment	_____many friends quitting
_____marriage	_____no longer interested	_____educational goals completed
_____medical	_____excessive absence	_____suitable programs not
_____pregnancy	_____overage for grade	available (please
_____graduated	_____involuntary	specify)
_____other _____	_____	_____

8. As a whole how does the student feel about his experience at this institution?
   _____like it very much _____disliked it very much
   _____liked it pretty well _____disliked it more than liked it
   _____neither liked nor disliked
   Course that he felt to be most beneficial to him. _____
   Course that he felt to be least beneficial to him. _____

9. How could this school have encouraged this student to remain in school?
   _____offer more courses or programs in _____
   _____offer more counseling services
   _____give students more opportunity to participate in extra curricular activities
   _____reduce cost of activites, supplies and fees
   _____provide more information about jobs and careers
   _____reduce the size of classes
   _____offer more opportunities to become involved in co-op programs
   _____other (please specify) _____

10. Does the student plan to return to school in the near future? _____yes _____no
    If affirmative, the type of program they plan to enter

_____return to this institution at a future date	_____night school
_____junior college or two-year college	_____vocational-technical school
_____other program in the country	_____college or university

11. Counselor assessment of the student's reason for withdrawal, if different from #7.
    _____
    _____

_____ _____
(Interviewer) (Date)

Source: The School Board of Sarasota County
Sarasota, Florida

VIII. FOLLOW-UP ACTIVITIES

How effectively is the school system meeting its stated objectives? Providing the answer to this question is the ultimate purpose of the follow-up study. Follow-up is a tool in the process of evaluation. It is the impetus for change. The follow-up, used properly, benefits those for whom the school system exists - the students.

What is follow-up?

It is a study carefully designed to gain specific information which is relevant, and can be utilized. Information is usually obtained through a questionnaire, although phone calls and interviewing are other alternatives. The study may be very short and simple, or lenghty and complex. A student follow-up survey may ask for high school data, such as; major area, courses which were helpful, current employment data, post-high school education or training, military service, etc. It is advisable to have the students self-address envelopes for follow-up before they leave school. At this time the importance of their response to the follow-up survey may be stressed. Employer surveys may ask for information about the quality of the former student's work, adaptation to work, ability to work with others. The survey may be designed to collect whatever data is determined necessary.

The results have direct bearing on these areas within the school system:

1. Curriculum
2. Counseling and Guidance Services
3. Placement Services

Procedurally, these questions must be asked:

1. What type of information is wanted? From whom?
2. How might this information be used? What are the objectives of the study?
3. How can this data be gathered?
4. Has similar or relevant data been gathered previously at the state level or locally?
5. What type of instrument design would be appropriate?
6. Who will be responsible for designing the instrument?
7. Who will organize the distribution and collection of the instrument?
8. How will the data gathered be processed?
9. What budgetary allowances must be made?
10. Who will be included in the interpretation of data?

A cover letter should be prepared. In addition, a follow-up letter may be needed for those who do not respond to the initial letter. It may be helpful to plan to orientate all those involved with placement as to the significance of the follow-up study. Thus, prompt and serious attention will be given by any population who is the target for a follow-up study. Careful organization of the follow-up activity will facilitate a smooth and efficient operation, as well as providing visible proof of accountability.

The data must be analyzed and conclusions drawn. Written reports of the study should be reproduced and distributed to various people who are involved in or interested in the placement

activities of the school system. Final recommendation based on the study should be made by the staff involved in the study and presented to the Advisory Committee, Administration, Superintendent and School Board for further discussion and development of a final plan of action if one is called for. The follow-up study in itself only provides information. Follow-THROUGH is the key to evaluation, program development or curriculum change.

The added bonus in follow-up studies is their importance in public relations. The opportunity to condense and publish the results of any study in local newspapers, PTA bulletins, district newsletters, or announcements in community meetings is not to be overlooked. It is convincing evidence to the community, business and industry, parents and students, that the school system is responsible and responsive - indeed, that it holds itself accountable.

IX. EVALUATION

Evaluation is an intregal part of the educational program at every stage. Evaluation is often informal feedback which the school systen should encourage openly at all times. A formalized method of evaluation should, however, be undertaken regularly to discern the adequacy of the services provided.

In planning an evaluation, these questions might be asked:

1. Who will be involved in planning the evaluation procedures?
2. What groups will participate in the evaluation?
3. How will the evaluation be carried out?
4. Who will compile and determine the significance of results?
5. What is to be accomplished by the evaluation?

It is suggested that the development of the evaluation process refer to the needs assessment as a focal point.

What needs were expressed?

How is the placement program meeting these needs?

If needs are being met, the evaluation process is a positive reinforcement as well as proof of the value of the program. If needs are not met, the evaluation process will identify those needs, and new plans can be made, again based on specific evidence that a change is indicated.

It is also suggested that program goals and objectives be considered in planning the evaluation. Thus, it may be determined whether or not these goals and objectives were attained in the total program operation.

EVALUATION CHECKLIST	Adequately Completed	Inadequately Completed	In Progress	Not Accomplished
Needs assessment conducted				
Developed communication network of business and industry				
Communication established with school personnel - teachers, administrators, superintendent, school board				
Coordinated existing placement activities				
Contacted all youth regarding the placement program				
Services offered to: Early school leavers				
Adult program enrollees				
In-school students				
Seniors				
Employability skills development offered				
Staff development provided				
Development and facilitation of apprenticeships, special on-the-job training opportunities and other student offerings				
Follow-through activities, such as post-employment counseling, on-going reassessment of students and employer needs				
Follow-up conducted				
Plans for continued evaluation				

Developed by: Project Staff, Department of Counseling and Guidance, Indiana University, Bloomington, Indiana

X. RESOURCES

Herein indicated are some persons, institutions, and programs which can supply helpful, adequate information and materials regarding placement program organization and execution through the various developmental and progressive stages. The list is by no means intended as an exhaustive listing of resources available to persons desiring to establish a placement program within an individual school or centrally located to serve several schools within a school district/system. The list includes numerous model placement programs presently in operation. Also included are programs which are in the developmental stages.

Douglas Patterson
State Department of Education
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Pioneer Senior High School
San Jose, California 95125

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Jacksonville, Florida 32207

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Allgood Road
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Dean, Student Affairs
Model Student Placement Project
Abraham Baldwin Agricultural College
Tifton, Georgia 31794

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Education Project
Route 2, Box 249-A
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203 Lake Lowell Avenue
Nampa, Idaho 83651

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Northern Illinois University
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Peoria Public Schools District 150
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Eddie Jackson
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Division of Guidance Services
Department of Education
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Clearfield, Kentucky 40313

Baltimore Placement and Follow-up Program
Baltimore City Public Schools
Baltimore, Maryland

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2345 N. Adrian Highway
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Kent Skills Center
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Grand Rapids, Michigan 49505

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1611 Oak Avenue
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Roy Wilbanks
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Regional Career Technical Center
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Ypsilanti, Michigan 48197

Anoka Work Adjustment Center
Anoka Technical Institute
Anoka-Hennepin School District 11
Anoka, Minnesota 55303

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Job Development Program
Employability Development Team
Cleveland Public Schools
Cleveland, Ohio 44101

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State Department of Education
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"Today" Educational Services, Inc.
Job Placement and Follow-up Materials
130 Notre Dame Avenue
Cuyahoga Falls, Ohio 44221

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Student Placement Program
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Richmond, Virginia 23225

Placement Coordinator
William Fleming High School
3649 Cove Road NW
Roanoke, Virginia 24017

XI. ANNOTATED BIBLIOGRAPHY

"Advisory Committees: Organization and Use in Vocational and Technical Education" prepared by Board of Vocational Education, 1034 Outer Park Drive, Springfield, Illinois (Bulletin No. 7-1701)

Suggestions regarding size, scope, and utilization of advisory committees as an important part of program development and operation are given.

Alabama Department of Education, Mobile County and Phenix City Research and Development Project in Career Education: Final Report. Montgomery Division of Vocational Education, August, 1973.

Covered in the report are such aspects as leadership training, placement, counseling, instruction, management, community involvement, dissemination and evaluation and other elements of the career education programs developed and implemented in Mobile County and Phenix City School Systems.

Anderson, Grady L. and Richard J. Riordan. Georgia Guidebook: Job Placement Services. Division of Vocational Education, Georgia State Department of Education, 1971.

The manual presents a "how to" organizational and operational plan for job placement including developmental activities, individual and group work activities and follow-up and evaluation. Also included are suggestions for and examples of materials and employability skills teaching.

Buckingham, Lillian. "Job Placement as a School Program", American Vocational Journal, 3, March, 1972, 63-64.

Job placement is viewed as a necessary element in the total school program.

Capehart, Bertis E. (Project Director). Training Manual: School-Based Job Placement Program for School Age Youth" National Association for Industry-Education Cooperation, 425 13th Street NW Suite 412, Washington, D. C.: National Advisory Council on Vocational Education, January, 1975.

The School-Based Job Placement Project under the directorship of B. E. Capehart offers a training manual for officials responsible for establishing and conducting a school system-based job placement program.

"Career Education: A Merging of Academism and Vocationalism" Black Collegian, 1, September-October, 1973, 10-11, 49.

When numerous career education programs across the United States were reviewed, placement and follow-up were found to be important components.

Career Education in Newark: A Report of the Survey of Career Education in the City of Newark, New Jersey. Volume II, June, 1973.

This volume contains twenty-nine appendices which include drop-out statistics and a follow-up of graduates' employment. A job needs survey including nine tables giving supply-demand data is also included.

Copa, George and Donald Irvin. Status of Former High School Students: Procedures for Local Assessment. Report of First Pilot Test, Donald Minnesota Research Coordinating Unit for Vocational Education, Minneapolis, Minnesota, August, 1973.

The results of a pilot study for assessing the education and employment status of former high school students are reported. A procedure was designed for use by schools wishing an assessment of former students.

Crossland, Fred E. "Student Careers and the 70's" Journal of College Placement, 3, February-March, 1970, 30-34.

The article discusses challenges and opportunities in the placement profession which result from educational and social change. A reexamination of old issues and new educational aspirations is suggested.

"Establishment and Implementation of AK-12 Career Guidance and Job Placement Program" Delaware Occupational Vocational Education Model. Delaware State Board of Vocational Education, July, 1973.

Activities and procedures for programs of career guidance and job placement are described in relation to overall career education concepts. Considerable emphasis on the personal characteristics, training required, and necessary skills of the coordinator is given.

Follow-up Study: Non-Academic Attrition at Bucks County Community College, 1965-72. Office of Institutional Research, Bucks County Community College, Newton, Pennsylvania, August, 1973.

This follow-up study examines the educational and employment patterns of students who withdrew from Bucks County Community College. Student reactions were also evaluated in order to improve the college's programs and services.

Fraenkel, William A. How to Get a Job: A Handy Guide for Job Seekers. President's Committee on Employment of the Handicapped, Washington, D. C., 1972.

Ganschow, Laurie. Case Studies in Practical Career Guidance, #1. Palo Alto: American Institute for Research in the Behavioral Sciences, June, 1973

The Baltimore Placement and Follow-up Program, Baltimore City Public Schools, Baltimore, Maryland is described. The following areas are discussed: goals, population served, facilities, student activities, materials, community support, and staff members and their responsibilities.

Gingerich, Garland E. School-Based Job Placement Services Model: Phase I, Planning. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education, June, 1970.

Guidelines for the implementation of a school-based job placement system in the State of Pennsylvania are given. Components of the model discussed include: over-all educational system, cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, follow-up of students, and feedback or evaluation to provide input for program improvement.

Holland, John L. Some Practical Remedies for Providing Vocational Guidance for Everyone, Baltimore: John Hopkins University, Center for the Study of Social Organization of Schools, October, 1973.

Hopkins, Laurie. Case Studies in Practical Career Guidance,#13. San Jose: American Institute for Research in the Behavioral Studies, June, 1973.

The Youth Career Action Program in San Jose, California is designed to help those hard-to-place young people who are undereducated, economically disadvantaged and have little concept of work and employer expectations. It works in conjunction with the secondary school in the district.

"How to Get and Keep the Right Job" Carnation Company, Public Relations Department, 5045 Wilshire Boulevard, Los Angeles, California 90036.

The pamphlet, which is available free in both English and Spanish, offers job tips regarding the "do's" and "don'ts" of various aspects related to job seeking and retention.

Jeanroy, Donald L. "Junior and Community Colleges: What are Their Placement Needs" Journal of College Placement, 4, April-May, 1970, 99-100.

The results of a survey regarding the needs of growing two-year colleges are discussed. A regional placement office is suggested as an effective and economical way of providing placement services.

Jones, Brian G. Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Non-College Bound Youth. Palo Alto: American Institute for Research in the Behavioral Sciences, June, 1973.

Thirteen guidance programs are analyzed according to whether they emphasize vocational choice, vocational development, employability development or placement and follow-up. A model is provided for systematic planning, structuring and evaluating career guidance, counseling, and placement with emphasis placed on self-concept in vocational development.

Jones, Charles B. A Systems Approach to Placement and Follow-Up. Available: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106, 1973.

The report includes a description of a computer model for placement and follow-up which utilizes a systems approach for development and implementation.

Kirk, Henry P. "Bringing Counseling and Placement Together" Journal of College Placement, 4, April-May, 1971, 44-49.

California State College at Los Angeles has merged the career counseling efforts of the Counseling Service and Placement Service in their new Career Development Center. Specific services are discussed as well as the rational for the merger.

Lathrop, Robert. Placement and Follow-Up Resource Notebook, Tallahassee: Career Education Curriculum Lab, Florida State University, 1975.

The Career Education Center at Florida State University has produced a helpful guide of resources which would be an asset to anyone just beginning a placement program or who has a well-established one.

A Manual for Guidance Personnel in Occupational Education. Publications Distribution Unit, New York State Education Department, Albany, New York 12224.

Guidance personnel's role in occupational education and its related aspects are explored.

Nuckols, Troy E. and Tony Lanfri. Career Planning and Placement Center Program: Program Design and Management System. San Mateo Union High School District, Career Development Program Office, 400 Murchison Drive, Millbrae, California 94030, 1972.

The publication incorporates program development aspects and procedures with comprehensive goals and functions of the career planning and placement program in operation.

Pate, Robert H.,Jr. "Placement and Follow-Up: What Role in the Guidance Program?" High School Journal, 4, January, 1971, 287-295.

A review of recent texts indicate that agreement on the location of placement and follow-up in the guidance services is not common. Trends, issues, and current practices related to placement and follow-up are presented.

Robb, Felix C. "The Three P's - Preparation, Placement and Performance" Journal of College Placement, 3, February-March, 1971, 28-34.

Transformation of the placement office on college and university campuses into a "Career Development Center" where students would explore careers using computerized career information is recommended and discussed. Emphasis is placed on getting jobs through planning and choice, rather than chance as is often the case.

Rosen, Howard, "Recent Findings Underscoring the Need for Linking Counseling and Labor Market Information" American Personnel and Guidance Association, Washington, D. C.: Manpower Administration, April, 1971.

Initial indications of a five-year longitudinal study on the labor market experience of four groups of the population who face particular problems in the labor market are presented. Findings indicate a need for school counselors to take a m re realistic view of market trends and to assist students to understand them.

Salomone, Paul R. "A Client-Centered Approach to Job Placement" Vocational Guidance Quarterly, 4, June, 1971, 266-270.

A client-centered approach for placement of handicapped persons is proposed. The responsibility is placed on the client with direction from counselors who must be optimistic that the client will get the job.

Seymour, Wolfbeid. "Seven Signs for the Seventies" Journal of College Placement, 1, October-November, 1970, 23-27.

New demands for placement result from the greater geographical and job mobility, as well as the faster technological pace. Forces such as technological, occupational, educational, and manpower challenges are discussed.

Wasil, Raymond. "Voc-Ed Grads Land Jobs Through District Placement Office" School Shop, 4, December, 1973, 31-32.

Suggestions for an efficient system in the placement of vocational education graduates is presented. These suggestions are based on the operation of the Akron-Summit County Job Placement Department, Akron, Ohio.

Wilson, John A. "Placement and Follow-Up: Aids in Evaluating Accountability of Vocaticnal Programs" Agricultural Education Magazine, 4, October, 1971, 98-99.

Placement and follow-up are seen as possible practical approaches to evaluating the various vocational education programs.